

Administrative
Internal Use Only

S&THB-20-1

Personnel Management Employee Handbook

**Central Intelligence Agency
Directorate of Science and Technology**



JULY 1976

FOREWORD

This Handbook is designed as a reference for Directorate personnel policies and procedures. It is intended for all Agency "R" Career Service employees. The contents complement Agency policy and procedures as contained in Headquarters Regulations and Instructions. This Handbook does not cover all personnel management activities and, therefore, it should be supplemented with individual Office Directives and complemented by supervisory and management guidance.

The effective implementation of the activities described in this Handbook lies not solely in the mere promulgation of formal procedures, but more in the actual commitment of each employee, supervisor and manager to interactive and constructive career management.



LESLIE C. DIRKS

Deputy Director for Science & Technology

STAT

TABLE OF CONTENTS

	<u>Page</u>
SECTION I	
DD/S&T Personnel Objectives.....	I-1
SECTION II	
Career Service Structure.....	II-1
Policy.....	II-1
Directorate Career Service Board.....	II-1
Office Career Service Panels.....	II-2
Additional Personnel Management Groups..	II-2
SECTION III	
Personnel Evaluation.....	III-1
Policy.....	III-1
Letters of Instruction.....	III-1
Performance Evaluation.....	III-1
Comparative Evaluation.....	III-4
SECTION IV	
Promotion.....	IV-1
Policy.....	IV-1
Responsibilities.....	IV-1
Criteria.....	IV-2
Periodic Step Increases.....	IV-3
SECTION V	
Surplus Personnel.....	V-1
Definition.....	V-1
Policy.....	V-1
Procedures.....	V-1

Page

SECTION VI

Career Management of Supergrade Personnel....	VI-1
Policy.....	VI-1
Comparative Evaluation.....	VI-1

SECTION VII

Rotational Assignment.....	VII-1
Policy.....	VII-1
Objectives.....	VII-1
Types.....	VII-1
Procedures.....	VII-2

SECTION VIII

Transfers.....	VIII-1
Policy.....	VIII-1
Vacancy Notices.....	VIII-1
Procedures.....	VIII-1

SECTION IX

Training.....	IX-1
Policy.....	IX-1
Overall Responsibilities.....	IX-1
General Selection Criteria.....	IX-2
Internal Training.....	IX-3
External Training.....	IX-3
Agency Off-Campus Program.....	IX-5
Mid-Senior Officer Schools.....	IX-6
Full-Time Programs.....	IX-7
DD/S&T Training Profile.....	IX-8

Page

SECTION X

Career Counseling.....	X-1
Policy.....	X-1
Supervisory Level.....	X-1
Office Level.....	X-2
Directorate Level.....	X-3
Office of Personnel Staff.....	X-3

SECTION XI

Career Development.....	XI-1
Policy.....	XI-1
Responsibilities.....	XI-1
Career Planning.....	XI-1

SECTION VII

Grievances and Discrimination Complaints.....	XII-1
Policy.....	XII-1
Definitions.....	XII-1
Grievance Procedures.....	XII-2
Discrimination Complaint Procedures.....	XII-2

SECTION XIII

Awards.....	XIII-1
Policy.....	XIII-1
Honor and Merit Awards.....	XIII-1
Quality Step Increases.....	XIII-2

Page

SECTION XIV

Manpower Planning.....	XIV-1
Annual Personnel Plan.....	XIV-1
Personnel Development Program.....	XIV-2
Personal Rank Assignment.....	XIV-2
Personnel Development Program.....	XIV-4

SECTION XV

Review of Personnel Management.....	XV-1
Policy.....	XV-1
Responsibilities.....	XV-1

DIRECTORATE FOR SCIENCE & TECHNOLOGY

Deputy Director for Science & Technology (DD/S&T)

Associate Deputy Director for S&T (ADD/S&T)

Executive Assistant to the Deputy Director for S&T (EA/DD/S&T)

Executive Officer (EO/DD/S&T)

Chief, Administrative Support Staff (C/AS/DD/S&T)

Offices

Office of Scientific Intelligence
Office of Weapons Intelligence

Production

Office of Development and Engineering
Office of Research and Development

Research &
Development

National Photographic Interpretation Center
Office of Elint

Processing

Office of Technical Services
Office of Elint

Collection

SECTION I

DD/S&T PERSONNEL OBJECTIVES

It is the policy of this Directorate to make full use of its personnel resources through an equitable, consistent and progressive personnel management system. Toward this policy, the following objectives are established as Directorate guidance:

- To recruit, consistent with the principles of equal employment opportunity, the best qualified individuals to fill personnel requirements. This includes informing employees of job opportunities and allowing for open application without penalty to current positions.
- To provide employees with: Avenues for advancement on the basis of ability and performance; Continual feedback on the quality of work performance; An open environment through which employees develop an understanding of the contribution of their daily work; and Suitable recognition of exceptional performance through appropriate use of Honor and Merit Awards.
- To provide employees with opportunities for self-development through participation in training, education and professional conferences.
- To provide broadening experience and improved communication through rotational assignments, both within and outside the Directorate.
- To identify, through consistent and meaningful personnel evaluation, those employees with the greatest and least potential, and to follow through with appropriate action.
- To improve manpower planning through the effective use of the Annual Personnel Plan, the Personnel Development Program and other tools of management by objectives.

- To adhere in all aspects of personnel management to the principles and practices of equal employment opportunity.

- To open to the view of all employees the systems and resources for personnel evaluation and development.

SECTION II

CAREER SERVICE STRUCTURE

Policy

DD/S&T personnel belong to the "R" Career Service. This Career Service is divided by office.

Personnel management in the DD/S&T is supported by several boards and panels, including a Directorate-level Career Service Board, a Career Service Panel at each office level, and other panels as each Office Director deems necessary. This structure serves to augment rather than replace supervisory responsibilities in personnel management.

The boards and panels are responsible for: Review of personnel evaluations; Ranking and recommendations for promotion of employees; Identification of and action on the lowest ranked employees; Other career development recommendations; and Recommendations for improvement of the personnel management system.

Directorate Career Service Board

The DD/S&T Career Service Board (CSB) is composed of all Office Directors, the Associate DD/S&T and the Executive Officer, DD/S&T. The DD/S&T appoints one Office Director to serve as chairman. The CSB is responsible for the ranking and career management of senior officers, GS-15 and above, and has other duties, as defined by the DD/S&T or by the Board, in areas where a centralized responsibility is appropriate. This includes recommendations on Directorate-wide personnel policy and selection of Directorate candidates for senior schools and academic sponsorship. Minutes of each meeting are reviewed and approved by the DD/S&T.

The CSB also serves as the Senior Personnel Resources Board, as outlined in Headquarters Regulation 20-1b.

Office Career Service Panels

Each Directorate office has a senior Career Service Panel, chaired by the Office Director or his deputy.* Members are the chiefs of the major office components and whatever staff representation is deemed appropriate. Each Office Director determines the responsibilities of his CSP and approves its recommendations. Specific responsibilities of the CSP vary according to the number and type of additional panels within each office. Each Career Service Panel, however, has the following responsibilities:

- Comparative evaluation of a designated group of employees.
- Promotions for that group of employees, including a review of all eligible employees to insure equitable consideration.
- Other career development recommendations for that group of employees.
- Consideration of actions to be taken on the lowest ranked employees.
- Where a separate training panel does not exist, recommendation of candidates for senior schools and academic sponsorship.
- Recommendations in personnel management areas where centralized policy is appropriate.

Additional Personnel Management Groups

Each Office Director determines the need for other groups appropriate to effective personnel management. Advisory groups or special-purpose panels may be formed, or Career Service Panel membership may be modified.

*The Office of Technical Service is an exception. The OTS Panel structure will be explained to its employees by a separate notice.

Additional Career Service Panels

Additional panels may exist for selected grades, occupations, or specific personnel management areas. Membership and responsibilities of these panels are determined by the Office Director and may be based on grade, position, or interest and special qualifications. Actions recommended by these panels are approved by the Office Director, through the senior Career Service Panel if desired.

Advisory Panels

The DD/S&T has a Directorate-level Management Advisory Panel with the responsibility to identify and study issues and problems affecting the Directorate and to make recommendations to the DD/S&T on such matters. Each Office Director may establish a similar advisory panel with membership and responsibilities determined at his discretion.

Junior Participation

It is the intention of the DD/S&T that mid- and junior-level personnel participate in some way in the personnel management system. The purpose is twofold: To increase awareness on the mid and junior levels of personnel management practices; and To provide firsthand input from mid and junior levels to personnel deliberations.

Participation of mid and junior members may take any of several forms:

- They may be appointed to the Career Service Panel.
- They may participate through membership in a management advisory panel.
- They may comprise a sub-panel for specific career management deliberations.

Each office will determine the most effective means to insure a voice for employees below the senior management level.

SECTION III

PERSONNEL EVALUATION

Policy

Continual evaluation of employee performance and potential will take place as the basis for career management decisions. Formal personnel evaluation consists of letters of instruction, performance evaluation, and comparative evaluation. These are related elements and, together with promotion consideration, will be accomplished in an established cycle.

Letters of Instruction

Supervisors will provide employees with written statements of the nature and scope of their work, in accordance with Headquarters Regulation . These statements should be developed jointly between each supervisor and employee. They will include annual performance objectives and, where possible, specific action plans. They will stress both the quality and, where practical, the quantity of work expected. The letters of instruction, being mutually agreed upon performance objectives, will provide a framework against which performance may be evaluated.

STAT

The letters of instruction will be reviewed at least annually and revised to record any significant changes in duties and responsibilities or in specific performance objectives.

Performance Evaluation

Performance evaluation is a continual process of review between a supervisor and employee. At least annually a formal performance evaluation is accomplished through the fitness report. Instructions for completing this report are contained in Headquarters Regulation in Form 45i, and on the form itself.

STAT

In addition to these instructions, the following standards apply through the Directorate.

Fitness Report Ratings

The overall rating given on the fitness report will weight the importance of specific duties listed. The reasons for the ratings and relevant factors affecting performance will be described in the narrative section. In addition to the standard rating definitions, the following descriptions apply:

"Unsatisfactory" - Performance is clearly unacceptable. This rating requires immediate remedial action, which must be detailed in the narrative section of the report. In addition, a memorandum will be prepared for the employee. The memorandum will outline the causes for the rating and the consequent actions proposed. It will specify actions, within time limits, which are expected of the employee. When the rating applies to only one or two specific duties, remedial action may be counseling or training. If overall performance is unsatisfactory, action is likely to be probation, reassignment, downgrading or separation.

"Marginal" - Performance produces results which are deficient in some respects but are generally correctable. Correction of marginal performance should be well within the employee's capability, without undue management supervision. The reason for this rating, whether for specific duties or overall performance, and remedial action taken or proposed should be detailed in the narrative section. If the marginal rating applies to overall performance, a memorandum will be prepared for the employee specifying the reasons for the rating and detailing actions, within time limits, expected of the employee.

"Proficient" - Performance is characterized by a high degree of skill, timeliness, and thoroughness. An employee meriting this rating is expected to consistently complete assigned tasks satisfactorily with only moderate supervision and correction.

"Strong" - Performance produces results consistently beyond those which would normally be expected from an assigned task. It is characterized by exceptional competence and implies that a significant amount of originality, effort and perception is evident in the results.

"Outstanding" - Performance exceeds by a clear margin the requirements of the task and the performance which could be expected from others doing similar work. Only when the performance is so exceptional as to be nearly unique is a rating of "outstanding" warranted.

Supervisors should note that there is a tendency to overuse the "strong" rating, and this is discouraged. No artificial quotas will be established for Directorate ratings. However, all supervisors should study these definitions carefully, and reviewing officials are charged with insuring that they are correctly applied and that the resultant reports are meaningful.

Factors to Consider

Appraisal of an individual's performance encompasses many factors. The following is not intended as an all-inclusive list but rather as a guideline of items to be considered by rating supervisors:

Job Performance - Knowledge and skills
Abilities
Deficiencies
Flexibility
Productivity
Work habits
Oral and written expression

Growth Factors - Growth in present field
Versatility
Supervisory ability
Initiative and drive
Resourcefulness

Human Relations - Working relationships
Supervisory effectiveness
Equal employment opportunity
sensitivity and performance

Individuals with supervisory responsibilities must be specifically rated on this duty. Description of responsibilities should contain more than, e.g., "Supervises 12 professional and 4 clerical employees."

Implementation

Fitness reports will be written annually for each employee. These reports will be part of a cycle which considers fitness reports, comparative evaluation and promotion. Each office will publish a schedule of this cycle.

Each employee will read and sign the completed fitness report, acknowledging he has seen both the rating and reviewing officials' comments. An employee who does not agree with the evaluation, or who has additional comments, may attach those comments for his official record.

No employee should be surprised by the contents of the report. It is the responsibility of each supervisor to keep employees apprised, on a continual basis, of how their performance is being judged. It is the further responsibility of the supervisor to insure that the duties rated accurately reflect assigned tasks and that employees have had full opportunity to perform the duties on which they are rated.

Reviewing official comments should add to the evaluation and add perspective to the rater's comments. Brief statements of concurrence are to be avoided.

Comparative Evaluation

Comparative evaluation is an integral part of the personnel evaluation process. Comparing the relative capabilities and potential of employees serves to translate

the results of individual performance appraisals into a more meaningful, comparative base for considering promotions, reassignments, and other competitive personnel actions.

Each employee in grades GS-9 and above will be evaluated at least once a year in comparison with others in his or her grade. Evaluation of those below GS-9 may take place at the discretion of each Office Director. The comparative evaluation will be part of the personnel management cycle; it will follow the fitness report and precede promotion consideration.

Each Office Director will determine the suitable panel structure for comparative evaluation. He will also determine any appropriate sub-groups of a grade. For example, employees in a given grade may be grouped by occupational category for evaluation. The system for comparative evaluation will be published for all employees.

The purpose of comparative evaluation is as follows:

- To identify and discuss those employees with the highest potential for future advancement.
- To identify those employees with the least potential and discuss appropriate career action such as counseling or training or adverse action such as separation or downgrading.
- To identify and discuss those employees ranked between the above categories.
- To use the evaluations and the information from which they are developed as guidance, to both the individuals concerned and their supervisors, for future career planning.

Comparative Evaluation System

Comparative evaluation within the Directorate includes a required ranking system and optional rating systems.

Ranking System - Required

Employees within each grade level evaluated will be ranked into one of the following descriptor categories:

Highest Potential (HP) - Employees with qualifications and excellent performance that indicate that they have the highest potential for assuming greater responsibility.

May Develop High Potential (MD) - Employees with above average qualifications and performance, and who may later demonstrate high potential for assuming greater responsibility.

Valuable Contribution (VC) - Employees whose performance is good and are currently realizing their potential.

Limited Potential (LP) - Employees whose overall performance is adequate but who have some deficiency affecting their professional knowledge or performance such that their potential is considered limited.

Substandard (SS) - Employees whose performance and potential, in comparison with their peers, are both substandard.

No sequential ranking is required within each category.

For each grade level, employees who are potentially surplus--either because their skills are no longer required, they are associated with functions which will be reduced or eliminated, or they do not have the flexibility required of their assignment--will be identified. This indication applies only within the bounds of the parent office for GS-14 and below and the Directorate for GS-15 and above. In either case, a thorough review of all Agency assignment possibilities would be made prior to any further action being taken.

Employees who have reasonable prospect of reassignment or advancement within the office or Directorate, as appropriate, without retraining should not be identified as potentially surplus.

Comparative Rating System - Optional

In addition to ranking of employees, each office may employ a rating system to designate promotability, managerial potential, technical potential or other factors. The use and details of rating systems are left to the choice of each Office Director.

If a rating system is used, two considerations will apply: The ratings will be clearly defined in order to avoid varying interpretation; and The rating system will be explained and published for all employees.

Factors to Consider

Comparative evaluation takes into consideration an employee's qualifications and performance and his advancement potential. Although promotion projection may be a factor, advancement potential should consider growth over an extended period of time rather than merely the next promotion cycle.

Factors to consider in comparative evaluation are similar to those for fitness report preparation but place more weight on potential and are placed in a comparative framework. Factors include:

Performance - Application of skills and knowledge, including quality of work, judgment, productivity, abilities and deficiencies, flexibility.

Skills - Qualifications and special skills, including oral and written presentation, technical abilities, subject area knowledge.

Human Relations - Ability to relate to other employees, including working relationships, supervisory effectiveness, and equal employment opportunity sensitivity and performance.

Self-Improvement - Interest and initiative shown in improving performance or skills through training, education, or additional assignments.

Growth Potential - Capability to advance to more responsible positions, indicated through performance, growth in present field, versatility, drive, and resourcefulness.

Supervisory/Managerial Potential - Capability to manage human and physical resources, including capability to motivate and guide employees, organize work, and participate creatively in the managerial process.

Although final rankings are assigned by senior managers, input from each employee's supervisor is a vital part of the process.

Feedback to Employees

Any employee whose performance is judged to be unsatisfactory will be informed of this fact (see next item). Other employees will be informed of the ranking group into which they were placed if they so request.

Supervisors should be prepared to discuss the meaning of and reasons for the ranking, as well as any problems or recommendations that were surfaced. This requires that supervisors not only be informed of final rankings, but that they receive adequate feedback on evaluation deliberations.

Substandard

Each employee ranked in the Substandard category, along with those considered to be surplus, will be informed of this fact in writing. The written communication will include the following:

- The ranking and reasons for it.
- Specific corrective action required to raise performance to an acceptable level.

- Clear indication that, if on a subsequent review the ranking is again low, administrative action may be taken. This could mean a recommendation of downgrading or removal from the Career Service or Agency.

- Each employee so advised will be given the opportunity to respond and to have his case reviewed by the Office Director concerned.

Supervisors are to bear in mind that any adverse action based on unacceptable performance requires adequate documentation, including verification that the employee concerned has been informed of his status and given adequate opportunity to improve.

Use of Rankings

Emphasis should be placed on the career management and development aspects of evaluation. Since comparative rankings are perishable, and relate to a given group at a given time, they will not be made part of an employee's permanent record. However, the results of the evaluation process, both the rankings and related discussions, are relevant to a variety of career management areas:

- As an indication to both the employee concerned and his supervisors of how he is judged by higher-level managers.
- As input for the preparation of an individual's letter of instruction.
- As input for promotion deliberations.
- As a resource for assignment considerations, manpower planning (the Annual Personnel Plan), and succession planning (the Personnel Development Program).
- As an indication of employee problems which may require administrative action.

- As input for career development counseling and selection for training, rotational assignments, and reassignments.

- As a reference tool for manpower planning on the Directorate level.

SECTION IV

PROMOTION

Policy

Promotion is based on a thorough review of the performance and potential of employees in competition with others of the same grade. The most qualified are selected for promotion, within the limitations of each office's staffing complement and the Career Service Grade Authorization.

Each employee in grades GS-9 and above will be considered for promotion at least annually. Employees in grades GS-8 and below will be considered at least semiannually in accordance with the schedule published by each office.

Responsibilities

The initiation of a recommendation for promotion is normally the responsibility of the first-line supervisor. However, supervisors and managers at all levels and career service panels are responsible for reviewing the promotional merit of all employees under their jurisdiction.

Promotion recommendations will be approved through the chain of command. Final approval for promotion through GS-15 rests with each Office Director, with the advice of the Career Service Panel, although promotion authority for the lower grades may be delegated to subordinate managers. Promotion to grades GS-16, 17 and 18 and to Scientific Pay Schedule (SPS) positions requires final approval by the Director of Central Intelligence with the concurrence of the DD/S&T.

The approving authority for promotion to each grade will be published within each office.

Criteria

At each level of review, beginning with the first-line supervisor, consideration for promotion encompasses three broad areas--job performance, comparative evaluation and time-in-grade.

Job Performance

The individual must have clearly demonstrated that he is qualified for advancement to the next higher grade. This judgment is based on such factors as past performance, productivity, and professional, technical or clerical qualifications.

Comparative Evaluation

Ability to perform at the next higher grade is judged in part by comparative evaluation of an employee with his peers. Although standing in the formal comparative rankings is a significant factor, there is no minimum ranking which an employee must attain to be eligible for promotion. Comparative evaluation requires that supervisors review their employees carefully, compare their progress and potential, and enhance their comparative standing through careful career development planning.

Time-in-Grade

These are guidelines for the minimum time-in-grade which is normally expected before an employee will be considered for promotion to the next grade. Exceptions to these guidelines may be made to recognize, by earlier promotion, those employees who have demonstrated truly unusual ability and potential.

<u>Promotion from Grade</u>	<u>Time-in-Grade</u>
GS-3 - GS-6	6 months
GS-7 & GS-8	9 months
GS-9 - GS-11	12 months
GS-12	18 months
GS-13	24 months
GS-14	30 months

Employees are reminded that these are minimum time-in-grade guidelines and that the average time-in-grade is considerably higher.

The weight of these three factors varies according to grade. At the lower grades, job performance is most significant. As the higher grades are reached, comparative evaluation and leadership potential increase in importance.

Periodic Step Increases

The granting of a Periodic Step Increase to an employee is contingent on the completion of a prescribed waiting period and certification in writing that his work is of an acceptable level of competence.

The waiting period for advancement to the next higher within-grade step is as follows:

In steps 1, 2, and 3	52 weeks
In steps 4, 5, and 6	104 weeks
In steps 7, 8, and 9	156 weeks

The step increase may be withheld if an employee's work is not of an acceptable level of competence. If this occurs, the supervisor will inform the employee by memorandum which will detail the reasons and the time when the supervisor plans to reappraise the employee's performance. The individual will be given all reasonable assistance and guidance to help him improve his work and establish eligibility for the step increase.

SECTION V

SURPLUS PERSONNEL

Definition

Separation of employees as surplus to Agency needs is caused primarily by reduced ceilings or reduced requirements for particular skills. Job performance is a factor in this process only if a particular skill area is being reduced, in which case the relative ranking of affected employees will be used as a guide. Separation by performance criteria alone is described in Section III.

Policy

Directorate resources are reviewed periodically in order to reduce or eliminate less essential functions. In the case of reductions that involve particular positions or skills, every effort will be made to locate new assignments for the employees concerned. If these efforts are unsuccessful and it becomes necessary to declare an employee surplus to the needs of the Directorate, the procedures detailed in Headquarters Regulation will apply.

STAT

Procedures

To insure full reassignment consideration for any employee subject to a surplus declaration, the following procedures are in effect:

- The Office Director concerned must first determine that an employee is excess to the needs of his office. In making this determination, he will consider the following factors:

- Present and future manpower requirements of his office.

- The employee's performance, nature of service, qualifications, grade, and potential for development.

- The Office Director will insure that a thorough review is made of possible reassignments within his office. Further, he will use whatever resources he has available to investigate possible reassignment in another office.

- If this review fails to result in reassignment, the case will be referred to the Chief, Administrative Support Staff. The Staff will initiate a Directorate-wide review.

- If these further reassignment efforts fail, the Office Director concerned will recommend to the Director of Personnel, through the DD/S&T, that the employee be declared excess to the Directorate manpower requirements.

- The employee will then be advised of his right to make oral or written appeal and will be counseled on further procedures.

SECTION VI

CAREER MANAGEMENT OF SUPERGRADE PERSONNEL

Policy

Directorate-level career management of supergrade and Scientific Pay Schedule (SPS) personnel is accomplished by the DD/S&T Career Service Board. In addition, the Board is responsible for the evaluation and career management of GS-15 personnel.

The purpose of the evaluation and review of senior personnel is as follows:

- To identify and discuss those officers with the highest potential for leadership positions within the Directorate and elsewhere in the Agency.
- To identify those officers with the least potential and discuss appropriate career action such as training, counseling, or adverse action such as separation or downgrading.
- To identify and discuss those officers between the above categories.
- To identify and discuss those officers who constitute a placement problem.
- To use the evaluations and the information from which they are developed as guidance, to both the individuals concerned and senior managers, for future career planning.

Comparative Evaluation

As a basis for career planning, all GS-15 and above and SPS personnel are evaluated in comparison with others in their grade group. This exercise ranks these officers

into five groups and identifies breadth of capability, placement problems, unsatisfactory performance, and those in a potential surplus category. The procedures for annual evaluation and career planning follow.

- The Office Director evaluates each of his officers on his potential for supergrade positions in one of the following categories:

- Generalist/Staff Officers
- Scientific and Technical Project and Program Officers
- Scientific and Technical Analysts
- Research and Development Officers
- Technical Operations Officers

- The Office Director divides each grade-category list into the following ranking groups:

- Highest Potential (HP) - Officers with qualifications and excellent performance that indicate that they have the highest potential for assuming greater responsibility.

- May Develop High Potential (MD) - Officers with above average qualifications and performance, and who may later demonstrate high potential for assuming greater responsibility.

- Valuable Contribution (VC) - Officers whose performance is good and are currently realizing their potential.

- Limited Potential (LP) - Officers whose overall performance is adequate but who have some deficiency affecting their professional knowledge or performance such that their potential is limited.

- Substandard (SS) - Officers whose performance and potential, in comparison with their peers, are both substandard.

- The office lists are forwarded to the DD/S&T Administrative Staff where they are integrated into tentative ranking groups within each category and grade.

- At the ranking meeting, each list is discussed and adjustments made. As part of the ranking exercise, career development actions, including possible rotational assignments, are recommended. Further placement and performance problems and Personal Rank Assignments are discussed. In addition, the following actions will take place:

- For each grade and ranking group, personnel who are considered potentially surplus to the needs of the Directorate will be identified. Employees are designated potentially surplus because their skills are no longer required, they are associated with functions which will be reduced or eliminated, or they do not have the flexibility required of their assignment. The designation of an employee as being potentially surplus does not necessarily correspond to the ranking assigned that employee (i.e., an employee may be ranked in the Valuable Contribution category and still be declared potentially surplus due to his or her function becoming surplus to the needs of the Directorate).

- It is expected that certain officers will be judged capable of performing as well in categories other than that in which they have been listed. This information will be shown by annotation of the ranking group lists.

- Officers whose performance is unsatisfactory, and for whom counseling or remedial action is necessary, will be identified through annotation of the ranking group lists.

- After the rankings are approved by the DD/S&T, each Office Director will notify in writing those officers ranked in the Substandard (SS) category and those considered potentially surplus and will counsel them on remedial actions planned. Other officers, upon their request, will be notified of their standing in the comparative ranking and of other career development actions which were recommended and approved.

SECTION VII

ROTATIONAL ASSIGNMENT

Policy

It is Directorate policy to encourage rotational assignment of employees where such assignment will be beneficial to the employee, the offices concerned, and the Agency. Rotational assignments are not restricted to Directorate offices but should be considered between any offices which have related functions and where rotation may serve to increase understanding and communication of mutual concerns.

Objectives

Rotational assignment of an individual between any two components or offices should serve the following objectives:

- To decrease parochialism and misconceptions between components by establishing a more free and continuous exchange of information, ideas, methods and technology.
- To enable an individual to broaden his perspective and capabilities by gaining first-hand knowledge of the needs and capabilities of another component and a better understanding of interrelated functions.
- To enhance the lines of succession by broadening the experience of the most promising future managers.

Types

Rotational assignment may involve inter-directorate, intra-Directorate or intra-office movement. The type of assignment depends on the specific purpose:

- Career Development - To broaden experience and strengthen skills.

- Special Skills - To fill a specialized need for which there is no other suitable candidate.

- Surplus - To assign an officer who may be surplus to one assignment to another, usually with the hope that the change will become permanent.

- Change of Environment - To move an employee laterally to a similar position in order to provide a new environment and challenge.

Procedures

Rotational assignment projections are made as part of the Annual Personnel Plan and the Personnel Development Program. The projections should be based on plans for specific assignments.

The Career Service Board will review annually the Directorate rotational assignment program, with the purpose of identifying areas where additional assignments may be beneficial.

Each component Career Service Panel is responsible for reviewing at least annually the status of rotational assignments. Further, each Career Service Panel will, at a minimum, review internal rotational assignments for individuals in grades GS-13 and above, all external rotational assignments for office personnel, and proposals regarding assignment of personnel from other offices of the Agency.

Before an individual begins a rotational assignment, consideration must be given to his use upon his return. This does not necessarily mean identification of a specific position or immediate advancement. It does require, however, that the assignment be related to a career plan for the individual.

In each case of rotation, the parent office will prepare a memorandum of understanding detailing the purpose, terms and length of assignment. This memorandum will be prepared in coordination with the host component and the individual concerned and copies provided to the employee and to the parent and host offices. The memorandum must indicate whether the employee is to remain on the organization table of his parent component or is to occupy a position of the host office.

Individuals on rotational assignment will remain fully competitive in opportunities for advancement and training. It is the responsibility of the parent component to insure that they are considered for all such opportunities. Further, parent offices must include these individuals in evaluation exercises and in manpower planning such as the Annual Personnel Plan and the Personnel Development Program.

SECTION VIII

TRANSFERS

Policy

It is Directorate policy to encourage transfers where such action will be beneficial to the individual and the Agency. Transfer of an individual from one component to another or to other directorates is encouraged when it fills a need of an organization or results in better placement or growth opportunities for the individual. Employees, supervisors and staff officers should work together to identify and effect transfer opportunities.

Vacancy Notices

The vacancy notice system is one means to fill positions by personnel from other offices and directorates, as well as from the component with the vacancy. Vacancy notices serve to stimulate application from which the best selection can be made.

Vacancy notices will be issued when a component has a vacancy for which it has no highly qualified and obvious candidate. All employees will be given the opportunity to apply for vacancies without risk of penalty for doing so.

Office Directors, staffs and managers are responsible for insuring that vacancy notices are available to all employees. The most effective means is a dual system of distribution and central reference.

Procedures

Transfers may be initiated by an employee in the following ways:

- By responding to a vacancy notice.

- By requesting a specific transfer through a supervisor, administrative or career management officer.

- By requesting that the official file be shopped. This is most effective when a specific office or function of interest is identified.

- By informal contact with another component. If this means is used, employees must, after initial contact, proceed through supervisory channels to effect the transfer.

SECTION IX

TRAINING

Policy

It is Agency policy to supplement the employee's own training activities to promote and maintain the highest standards of performance and to satisfy the specialized needs of the Agency. Further, it is Directorate policy to encourage and support, within budgetary and manpower constraints, all forms of training which will develop employee skills and enhance their potential toward meeting the requirements of the Directorate and the Agency. Training is often an invaluable part of upward mobility planning where a systematic effort is made to develop and implement specific career opportunities for lower level employees (below GS-9 or equivalent) who are in positions that do not enable them to realize their full work potential.

Overall Responsibilities

Each employee is expected to keep informed of training opportunities and to take initiative toward self-improvement. Assistance is available through supervisory and training officers and through written guidance.

Supervisors are responsible for managing and recommending whatever training is appropriate for optimum employee performance and development. In deciding specific kinds of training for employees, all supervisors should focus on long-range career development requirements, as well as the needs related to the current assignment, rather than deciding on enrollments as occasions arise. Supervisors are further responsible for insuring the availability of employees for scheduled training.

Each Office Director establishes the training requirements for his component and is responsible for overseeing the conduct of the training of his component. Through the respective Career Service Panel, the Office Director directs the formulation of training needs for the given office and the resulting planned programs. The training requests for all candidates for sponsored external training, including extended full-time training of a semester or more, are initiated at the office level. The Office Director is also responsible for actively monitoring the progress of his employees in all training assignments and for the effective utilization of the specific skills so obtained.

The Deputy Director, with the advice of the Career Service Board and the guidance of the Office of Training and appropriate governing authority (e.g., Title 5, U.S. Code, Chapter 41), sets DD/S&T training policy and takes appropriate action on all extended external training requests.

General Selection Criteria

The following considerations apply to all requests for training:

- The relevance of the training to an employee's present or possible future assignment. The training requested must be related to a given assignment or must be of value to development of an individual's career growth potential.
- The needs of a given component or office.
- The projected long-term benefits to the Agency.
- The developmental needs of the individual.
- The cost effectiveness of the training.

- The employee's past performance and training record.
- The employee's capability to succeed in and benefit from the training.

Internal Training

The Office of Training offers a wide range of courses for Agency employees. At the end of this section is a listing of several courses extracted from the OTR Catalog which provide a general foundation for most DD/S&T employees. In addition to the regular OTR courses, there are a number offered by different components in the Directorate. The DD/S&T provides an orientation course on the Directorate twice a year which helps acquaint the new employee to the various functions of the DD/S&T. Each office has a designated training officer who will assist the employee and the supervisor in formulating training plans tailored to the individual.

Requests for internal training are submitted on a Form 73 (Request for Internal Training). Normally the component training officer signs this form as the concurring authority upon receiving the signed recommendation of the supervisor. In planning for courses, the employee and his/her supervisor should anticipate application deadlines.

External Training

General

Due to the divergent skills required in the Agency and the DD/S&T, external training is provided to supplement instruction available internally. External training is administered primarily by the Office of Training; however, certain responsibilities are levied on the Directorate, the component and the employee. The needs of the Agency and, of course, the Directorate are the principal criteria in determining who will be sponsored for external training. In addition to the programs described below, specialized instruction is also available from interagency programs,

commercial firms and correspondence courses. Employees can obtain further details from the OTR Catalog and their component training officer. All requests for external training are submitted on a Form 136 (Request for Training at Non-Agency Facility). Additional information on the employee and the reason for the training is often required, especially in cases of full-time sponsorship and senior officer courses. A requirement exists that applicants for external training have at least one year current continuous civilian government service to attend sponsored non-government training. Exceptions to this requirement may be granted upon request by the DD/S&T. In certain cases of external training, a Continued Service Agreement is required (see HR 18-8). In all cases the training must be responsive to development planning for the individual and/or specific requirements faced by the component.

Sponsorship

There are two general forms of sponsorship: part-time and full-time. Part-time sponsorship is the funding of one or more courses for an employee who continues to perform all or part of his assigned duties. Normally, these courses will take place after the regular duty hours. Recommendations for part-time sponsorship usually rest within the component (i.e., office) chain of command. The Office of Training approves part-time recommendations. Full-time sponsorship is attendance at a non-CIA facility for one semester or more, where the employee is excused from assigned duties. In addition to the general requirements concerning the time of government employment and the value of training, the following limitations apply to part-time and full-time sponsorship:

- Training may not be for the sole purpose of obtaining a degree, even if the degree may qualify the employee for a particular position.
- Training may not be for the purpose of filling a position by promotion when there is a qualified employee available.

- Training at non-government facilities is authorized only when comparable training is not reasonably available within the government or when the use of government facilities would be more expensive.

Sponsorship Responsibilities

Agency-funded, full-time external academic training will be approved to a maximum of one year's continuous duration. Extensions must be obtained at the end of the one-year period from the DD/S&T (through the Career Service Board) and OTR. In all cases of full-time sponsored external academic training which exceeds one semester, an evaluation process will be maintained by the respective Office Director and the DD/S&T Career Service Board to determine the progress of the employee in terms of the approved goals of the given training. This review will include an examination of the student's performance during the preceding semester (or quarter equivalent). This performance will be presented in documented form from the respective faculty with an endorsement by the appropriate DD/S&T office. The employee failing to maintain a "C" (or equivalent) grade level may be placed on "academic probation" or returned to regular duty, depending on the situation. An employee wishing to make a change in the curriculum which received Agency approval must first receive DD/S&T and OTR approval.

Sponsorship for full-time study implies a mutual commitment on the part of the Agency and the individual toward the employee's long-term career development. Employees are urged to consider fully the commitment of continued service before requesting such sponsorship.

Agency Off-Campus Program

The courses offered in this program are presented at Headquarters and at Building 213 by the University of Virginia Regional Center. The same basic guidelines on external training apply to the Agency off-campus program. Academic credit is awarded for the successful completion of courses

in the program; employees are cautioned, however, that credits are not always transferable to other schools. Employees under cover may participate in the program, but they will not receive academic credit. Information on the courses available and the registration details pertaining to this program are contained in bi-annual Employee Bulletins on this subject and from the component training officers.

Mid-Senior Officer Schools

Definition

These courses and schools, although not considered academic training (i.e., involving credits), are of particular significance in executive development. Depending on the given course of instruction, the Agency Training Selection Board and/or the DD/S&T Career Service Board make the selections of candidates from the Directorate. These schools include the military service schools, the management programs offered at various universities and government agencies, as well as internal courses such as the Senior Seminar and the DD/S&T Career Development Course.

Selection

The general selection criteria described earlier apply to mid-senior officer schools. Because of the competitive nature of participation, managers must give full consideration to the relevance of the proposed training to an individual's career progression and to how the training may affect the individual's assignment upon his return to duty. The complete record of each employee--including comparative ranking, development needs and past training--must be reviewed in order to select competitively candidates who will benefit from the training. All recommendations for attendance at a mid-senior school must be endorsed by the DD/S&T, through the Career Service Board, and approved by OTR or the Agency Training Selection Board, after which they must be approved by the school involved, as appropriate.

Full-Time Programs

As described above, this training involves attendance at an academic institution for one semester or more where the employee is excused from assigned duties. This form of training is approved on a select basis only when like instruction is not available internally or through one of the informal or mid-senior schools. In addition, every attempt will be made to obtain this instruction in the immediate geographic area of the employee's permanent station assignment. The Deputy Director, through the Career Service Board, and the Office of Training approve requests from the Office Directors for full-time participation.

DD/S&T TRAINING PROFILE

CLERICAL AND ADMINISTRATIVE PERSONNEL

GS-3 - GS-5

Individual skills training (typing, shorthand, etc.)
DD/S&T Orientation
Administrative Procedures
Records Management (file systems and disposal procedures)
Security Orientation (classification of correspondence,
disposal of classified material, compartmentation)
EDP-1 Orientation (if related to assignment)

GS-6 - GS-9

EDP-1 Orientation
Individual skills training and education
Supervisory Skills
Employee Development Course for Office Workers
Secretarial Administration Course

On Selective Basis:

Trends and Highlights
Managerial Grid
Office Management Seminar (GS-8 and above)

DD/S&T TRAINING PROFILE

PROFESSIONAL PERSONNEL

GS-7 - GS-12

- ↘ Introduction to CIA
- ↘ DD/S&T Orientation
- ↘ Managerial Grid
- Individual skills development or education (ADP, briefing, writing, language, area studies, etc.)
- EDP Orientation
- Intelligence Process Course
- DDO Operations Orientation for DD/S&T
- ↘ CIA Today and Tomorrow
- ↘ Information Science Courses

For Supervisors or Prospective Supervisors:

- Fundamentals of Supervision and Management
- Performance Evaluation Workshop
- Management by Objectives
- Equal Employment Opportunity Courses

GS-13 - GS-16

- Individual skills development or education
- Advanced Intelligence Seminar
- Information Science for Managers
- ↘ Midcareer Course
- ↘ DD/S&T Career Development Course
- ↘ CIA Senior Seminar
- ↘ Project Officer in the Contract Cycle

For Managers:

- Management Seminar
- Senior executive development programs
- EEO Course

SECTION X

CAREER COUNSELING

A wide variety of counseling services is available to Agency employees. This section addresses career-related counseling. Counseling regarding discrimination complaints and employee grievances is covered in Section XII. For other counseling, including medical, security, financial, legal and retirement, an employee should seek assistance from his supervisor or personnel officer.

Policy

It is primarily the responsibility of line supervisors to provide job-related counseling to employees. This includes feedback on performance evaluations and recommendations for career development actions.

As an additional aid to both employees and supervisors, each office and the Directorate Staff will designate a career counselor to provide career-related guidance, information on job opportunities and contact with other counseling services.

The sources and responsibilities for career-related counseling are given below.

Supervisory Level

Supervisors have the primary responsibility for career counseling. Supervisory counseling responsibilities can be outlined as follows:

- Counseling will take place at the time of the annual performance evaluation. Additional counseling will be given as needed to provide employees with adequate feedback on their performance.

- Counseling involves both feedback on performance evaluation and planning for career development.
- To insure that counseling is more than an annual process, offices may require a mid-point (six-month) career review between each supervisor and employee.
- Managers are responsible for overseeing counseling of their employees and for considering this responsibility when rating supervisors on their managerial effectiveness.

Office Level

Each office will designate a minimum of one career counselor. This individual may currently be a line manager or staff officer, but should be an "R" Careerist. The position need not be full time, but the individual must be able to provide whatever time is necessary to fulfill the counseling responsibilities. The individual selected must have a genuine interest in counseling activities and must receive suitable training in counseling techniques.

The counselor is charged with the following responsibilities:

- Conduct counseling interviews and appropriate follow-through, as requested.
- Gain a broad understanding of career opportunities and requirements within the office.
- Know the contacts on a Directorate level and, insofar as possible, within other offices for further counseling services.
- Be familiar with available resources for individual career development, e.g., training programs, personnel counseling sources, Office of Medical Services testing programs.

- Serve as a point of contact on career development matters for office managers, the Directorate-level counselor and other office counselors.

The office counseling service will be described and published for all component employees.

Directorate Level

One position on the Directorate Administrative Staff will be designated and advertised for career counseling. This counselor will assist, as requested, in any case where the office-level counselor is unable to resolve a problem or in any case where an employee wishes further counseling. In addition, the Directorate counselor will serve as a focal point for exchange of ideas among office counselors. The Directorate counselor will have responsibilities and require training similar to that of the office counselors.

Office of Personnel Staff

A fourth source for career counseling is the Staff Personnel Division of the Office of Personnel. Office or Directorate counselors will arrange interviews as appropriate for placement and job opportunity guidance.

SECTION XI

CAREER DEVELOPMENT

Policy

It is Directorate policy that each employee be given the opportunity for career development commensurate with his or her capabilities and performance. Career development depends on the thoughtful coordination of performance appraisals, training experiences and job assignments.

Responsibilities

Career development responsibilities lie with both the individual employee and his managers. The individual must show effort and initiative in acquiring the skills necessary to his job and in learning new skills to improve his capability. An individual's goals and ambitions must be communicated to his supervisor, and he should be active in seeking to take advantage of the various career opportunities offered by the Directorate.

The supervisor is responsible for assisting the employee in his career development by communicating to him the skills needed for his job, the available means to acquire and enhance those skills, and his performance and comparative evaluation status. He is also responsible for recommending the employee for training, rotational assignments and other personnel actions.

Managers are responsible for reviewing the career development process and for enhancing its effectiveness through development or use of tools such as training profiles and the Personnel Development Program.

Career Planning

In addition to related career management systems, each office should provide a mechanism for employee input to

career development considerations. This may take any of several forms, including the creation of individual career plans. Planning should be done jointly between an employee and his supervisor.

One method of providing for employee input is a career planning profile, completed at the option of the employee, with additional comments from his supervisor. A sample format is given on the next page. This profile should be included with other documents which are used as a basis for evaluation and personnel development discussions, thus providing employee input to managers at all levels.

SAMPLE CAREER PLANNING PROFILE

Name:

Component:

Date:

Employee Career Interests:

- A. General Career Interests (any time frame):
- B. Immediate Reassignment Desires (within 1 to 2 years):
- C. Immediate Training Desires (within 1 to 2 years):
- D. Other Comments:

Comments by Supervisor:

- A. Regarding Career Interests or Reassignment Desires of Employee:
- B. Regarding Training for Employee:

Comments by Senior Managers/Career Service Panel:

XI-3

SECTION XII

GRIEVANCES AND DISCRIMINATION COMPLAINTS

Policy

It is Directorate policy that every attempt be made to resolve grievances and discrimination complaints to the satisfaction of the employee concerned before the employee feels compelled to take official action. Supervisors should be aware at all times of related potential problem areas that the employees could face. Each employee, on the other hand, has an obligation to bring to the attention of his supervisor issues which he or she feels require corrective action.

Grievance and discrimination complaint cases will be handled without prejudice or reprisal to the employee.

Definitions

There are two types of procedures outlined below, one for grievances and one for discrimination complaints. A grievance is defined as an employee's expressed feeling of dissatisfaction with any aspects of his working conditions and relationships which are outside his control. Agency policy for the handling of grievances is outlined in Headquarters [redacted]. A discrimination complaint is an employee's feeling that he or she has been discriminated against because of race, color, religion, sex, age or national origin. Agency policy for the handling of these complaints is outlined in Headquarters [redacted]. The processing of discrimination complaints differs from that of grievances in that freedom from discrimination is a legally constituted right of each employee and as such the complainant, if not satisfied with proposed solutions, may take the case outside of the Agency for resolution.

STAT

STAT

Grievance Procedures

Any employee with a grievance will discuss the problem with his immediate supervisor. If the supervisor agrees with the complaint and has the authority to take corrective action, he will do so. If he disagrees or lacks authority to eliminate the causes behind the complaint, he will take the matter to the next higher level with his recommendation.

Supervisors and the aggrieved employee will take any unresolved grievance through the normal chain of command to the Office Director.

If an employee is not satisfied with the action taken by his Office Director, he will be referred to the Executive Officer, DD/S&T. The Executive Officer may resolve the situation by himself or he may recommend to the DD/S&T any action he deems appropriate, including a recommendation that a special review panel be convened to adjudicate the problem. After reviewing the case, the DD/S&T will inform the employee of his decision.

If the grievance remains unresolved, the employee may ask for a review of his case by the Director of Personnel. The employee, if still dissatisfied, may submit an appeal, through the Inspector General, to the Director of Central Intelligence, whose decision is final.

Discrimination Complaint Procedures

An employee who feels he has been discriminated against must first seek the advice of an Equal Employment Opportunity (EEO) Counselor within 30 calendar days after the problem arises. The EEO Staff, as well as the office and Directorate administrative staffs, has lists of the current counselors. The counselor will attempt to find a solution satisfactory to both the complainant and the Agency within 21 calendar days.

If the counselor cannot resolve the complaint to the satisfaction of the employee, the employee may file a formal complaint with either the DD/S&T EEO Officer, the Director/EEO or the Federal Women's Program Coordinator. This formal

complaint must be filed within 15 calendar days from the date of the final interview with the EEO Counselor. The formal complaint will be forwarded to the Director/EEO who will assign a designated EEO Investigator. The investigation of a formal discrimination complaint will be completed within 45 calendar days.

Upon completion of the investigation the Director/EEO will propose a disposition of the case to the employee. If the employee is not satisfied with this solution, he has the right, within 15 calendar days, to request a decision, with or without a hearing, from the DCI or his designee.

The complainant in a formal discrimination case is guaranteed complete freedom from reprisal, timely processing of the case, anonymity, as well as the right to be represented and to take his case to the Civil Service Commission or the U.S. District Court if he is dissatisfied with the final decision of the Agency. Additional information on discrimination complaints may be obtained from the office and Directorate EEO Officers or the Director/EEO Staff.

SECTION XIII

AWARDS

Policy

The Agency has an extensive awards program to recognize superior accomplishment on the part of individual employees. Awards are granted under the Honor and Merit Awards Program (described in Headquarters [redacted] and under Quality Step Increase provisions (outlined in [redacted])

STAT
STAT

The Directorate encourages participation in these programs and urges supervisors to be alert to acts of unusual merit or sustained superior performance on the part of employees at all grade levels, in order to recommend suitable recognition.

Honor and Merit Awards

Awards

The Honor and Merit Awards Program makes several awards available to Agency employees. These are described in Headquarters [redacted] Within the DD/S&T, awards of particular relevance are the Distinguished Intelligence Medal, the Intelligence Medal of Merit, the Career Intelligence Medal, the Certificate of Distinction and the Certificate of Merit.

STAT

Honor and Merit Awards are intended as recognition for exceptional service. They should be considered for employees at all grade levels. Each Career Service Panel will review at least annually the consideration of awards for employees under its jurisdiction. The DD/S&T Career Service Board will review the Honor and Merit Awards system annually, following the summary provided in the Annual Personnel Plan.

Procedures

The Honor and Merit Awards Program is administered by the Director of Personnel. However, it is the responsibility of supervisors to recognize achievements which merit a special award. Recommendation for an Honor and Merit Award is submitted on Form 600. This form is forwarded to the Honor and Merit Awards Board through the Office Director, with the advice of his Career Service Panel, and the DD/S&T. Normally, medals will be presented by the DCI or DDCI and certificates will be presented by the DD/S&T, in appropriate ceremonies.

Quality Step Increases

Awards

A Quality Step Increase (QSI) is granted in recognition of sustained high-quality performance. To be considered for a QSI, an employee must have demonstrated, over a period of at least six months, proficiency which substantially exceeds the normal requirements of his or her assignment. A Quality Step Increase is not to be granted as an incentive to aid retention of an employee or solely as a reward to an employee who is unlikely to receive further promotion.

Granting of a Quality Step Increase does not preclude recommendation for an Honor and Merit Award. Both awards may be considered when a specific accomplishment during a period on which a QSI is based also warrants recognition under the Honor and Merit Awards Program.

Each Career Service Panel will oversee the awarding of QSI's within its office to insure that they are granted equitably.

Procedures

Supervisors are responsible for recognizing sustained high performance by consideration of a Quality Step Increase. Recommendations will be made by memorandum to the appropriate Career Service Panel. Approved recommendations will be forwarded to the Director of Personnel, through the DD/S&T, for final approval.

SECTION XIV

MANPOWER PLANNING

Two formal documents provide a framework for manpower planning in the Directorate. They are the Annual Personnel Plan and the Personnel Development Program. In order to serve as meaningful planning vehicles, each must be prepared and implemented under the following guidelines:

- There must be a thorough understanding of the program objectives and priorities of the office, Directorate and of the Agency, with an awareness of what is needed in the area of personnel management to achieve them.

- There must be a careful review and a sound understanding of the current personnel situation and those actions which will affect it.

- Goals must be developed with a major input from line managers, with staff assistance where appropriate.

- Goals must be related to other personnel management programs and projections and must be used throughout the year as guidance for management actions.

- A review and evaluation must be made at least annually of the effectiveness of the plans.

Annual Personnel Plan

The Annual Personnel Plan (APP) establishes fiscal year goals as targets for action in various areas of personnel management. To make Directorate planning meaningful, office plans should include only "R" Careerists and should cover all "R" Careerists, including those on rotational assignment to other offices.

The development of APP projections should serve to point out areas, such as training or rotational assignment, where further action is required to develop the grade structure and skills mix required by an office. For example, APP projection of core course participation could assist the Office of Training in scheduling of these courses by indicating projected training needs.

Personnel Development Program

The Personnel Development Program (PDP) involves the identification and development of future executives, as well as the systematic development of all officers who may advance to higher level management positions. The PDP is of particular importance to effective personnel management, as it relates to the selective development of individuals to meet future leadership needs.

Planning for training and assignment of individuals under the PDP should be reflected in goals established under the Annual Personnel Plan.

PDP guidelines require that each office explain the program and invite employees to express personal interests in jobs or training that would enhance their future usefulness. This could be accomplished through adoption of the career planning profile described earlier. The selection process for senior schools and academic sponsorship should, for grade levels covered, include consideration of PDP plans in identifying those individuals who would most benefit from the training.

In addition to other training profiles developed by offices, a profile of courses to be considered, when developing plans for executive development, is given at the end of this section.

Personal Rank Assignment

Definition

A Personal Rank Assignment (PRA) is the assignment of an employee to a position of a grade lower than his or

her grade. An employee will not normally be assigned to a position which is more than two grades below his grade. There are specific conditions which must be met before a PRA will be approved (Headquarters). In all cases, a PRA will be considered a temporary assignment.

STAT

Review

Personal Rank Assignments within the DD/S&T will be reviewed annually near the start of each calendar year. Status of PRA's is reported as part of the Annual Personnel Plan.

Employees in grades through GS-15 who are in Personal Rank Assignments will be reviewed by each Office Director concerned. For employees who have been in such assignment over two years, action will be taken to resolve the situation. The Administrative Support Staff will oversee Directorate PRA status.

Employees in grades GS-16 and above who are in Personal Rank Assignments will be reviewed annually by the Career Service Board and action taken to resolve their status. Supergrade PRA's will be reported to the DD/S&T through inclusion in the Career Service Board minutes.

PERSONNEL DEVELOPMENT PROGRAM
EXECUTIVE DEVELOPMENT TRAINING PROFILE

Agency-sponsored core courses:

Managerial Grid	GS-7 and up
Fundamentals of Supervision and Management	
DD/S&T Career Development Course	GS-12 - GS-14
Midcareer Course	GS-12 - GS-14
Management Seminar	GS-13 - GS-15
Advanced Intelligence Seminar	GS-13 and up
CIA Senior Seminar	GS-15 and up

College-sponsored programs (not all-inclusive):

Executive Development Program - Cornell	
Executive Management Program - Penn State	GS-14 and up
Executive Program - Stanford	GS-15 and up
Management Program - U. of Northwestern	
Management Program for Executives - U. of Pitt.	
Midcareer Executive Development Program - U. of Syracuse	GS-13 - GS-15
Program for Management Development - Harvard	GS-13 - GS-15
Program for Senior Executives - M.I.T.	

Government-sponsored courses (not all-inclusive):

Senior Service Schools	GS-13 and up
Defense Intelligence Management Course	GS-13 - GS-14
Federal Executive Institute	GS-16
Foreign Affairs Executive Seminar	GS-14 and up
Various management seminars (Kings Point, Oak Ridge, and Wilmington)	GS-14 - GS-15

Full-time educational program:

Full-time attendance in a management-oriented
college program

ADP training:

Information Science for Intelligence Functions	GS-9 and up
Information Science for Managers	GS-12 - GS-16
Introduction to Computer Technology (DODCI)	GS-12 - GS-14
Computer Orientation for Senior Executives (DODCI)	GS-16 and up
Computer Orientation for Intermediate Executives (DODCI)	GS-14 - GS-15
Other ADP programs offered by OTR: IBM, CDC, RCA, etc.	

SECTION XV

REVIEW OF PERSONNEL MANAGEMENT

Policy

The DD/S&T will review the effectiveness of the various personnel management programs within the Directorate annually. All managers are responsible for the continual review of personnel management activities under their jurisdiction and for revision of these activities as appropriate to meet Directorate policy.

Responsibilities

The Career Service Board is responsible for overseeing the implementation and effectiveness of personnel management policies and activities within the Directorate. The CSB will report periodically to the DD/S&T on its findings.

Each Office Director, with the advice and assistance of his Career Service Panel, is responsible for overseeing the personnel management activities within his office and for insuring that they conform to Directorate policies.

Each supervisor is responsible for insuring that personnel management activities within his jurisdiction conform to Directorate and office policies. Each supervisor is also responsible for insuring that employees understand these activities and are aware of the development and counseling resources available to them. Supervisors will be specifically evaluated on these aspects of their managerial responsibilities.

In addition, the charter of the S&T Management Advisory Panel allows for monitoring the effectiveness of the various personnel programs. The S&T MAP may report any shortcomings or recommend changes which it feels appropriate. Employees are free to contact members of the Panel, or of individual office advisory panels, with comments or suggestions.